

**STATE ADVISORY COUNCIL ON THE EDUCATION OF CHILDREN WITH
DISABILITIES**

**February 11, 2005
Ritz Charles
Carmel, IN**

APPROVED

ADVISORY COUNCIL MEMBERS PRESENT:

David Schmidt (chair), Gary Bates, Craig Bell, Dawn Downer, Karol Farrell, Marty Farris, Bessie Henson, Marcia Johnson, Brian Ketzner, Becky Kirk, Bret Lewis, Mary Ramos, Elaine Scaife, Julie Swaim, Steve Tilden

DEPARTMENT OF EDUCATION STAFF PRESENT:

Bob Marra, Jennifer Campbell

OTHERS PRESENT:

Gary Collings, Greg Gant, Wendy Lam, Susan Lockwood, Stephanie Richie, Amy Waddel

Minutes

David Schmidt, chair of the Advisory Council, called the meeting to order at 9:50 a.m. The minutes of the meeting held on October 8, 2004 were approved as presented.

Reauthorization of Article 7

Council discussed the process of reauthorizing Article 7. Once Congress has published the federal regulations of IDEIA 2004, Bob Marra will highlight for Council the regulations in Article 7 that will need to be revised. The Council will meet monthly starting in September to draft revised regulations of Article 7. Council will meet with the Indiana State Improvement Grant (IN-SIG) personnel in order to receive their input for revisions of Article 7. The State Board of Education will vote on the proposed changes Council makes to Article 7. This reauthorization process will take 6 to 18 months to complete. Once the revised Article 7 regulations are approved by the State Board of Education, the proposed changes will be sent to the Attorney General, the Governor, and the Secretary of State for approval. If the changes are not approved, the Council will redraft the regulations.

IDEIA Update

The Council for Exceptional Children's (CEC), *The New IDEA: CEC's Summary of Significant Issues* was discussed. Council deliberated the following issues: highly qualified; reducing paperwork; part B funding; allocation of funding; personnel standards; performance goals and indicators; over-identification and disproportionality; adjustment to local fiscal effort; early intervening services; evaluation; specific learning disabilities; content and team attendance regarding individualized education programs (IEP); procedural safeguards; and multi-year IEP demonstration.

Council discussed *No Child Left Behind's* highly qualified teacher regulations, which require all teachers to demonstrate subject matter competency in each core academic subject they teach by the end of the 2005-2006 school year. Council deliberated the following issues: trained teachers not being deemed highly qualified to teach; possible middle school and high school teacher shortages; shortages of teachers who teach severe needs students; implementation of the highly qualified timeline and what the sanctions will be for those schools not in compliance; and the university's involvement in helping teachers meet the highly qualified requirements.

Bob Marra noted that the Indiana Professional Standards Board and the Indiana Department of Education are working together to expand Indiana's current high objective uniform state standard of evaluation (HOUSS) in order to help special education teachers meet the highly qualified requirement.

Council discussed Mild Intervention Licenses and how the Indiana Professional Standards Board requires that all candidates for Exceptional Needs licensure demonstrate proficiency in the Mild Intervention content standards in order to obtain a license in Intense Intervention, Visually Impaired, or Hearing Impaired. This means a person who wants to teach hearing impaired students must first obtain a Mild Intervention license before obtaining a Hearing Impaired license. Council predicts teacher shortages due to increasing difficulties in becoming a teacher—licensure, highly qualified regulations, mentorship training.

Council discussed consulting teachers versus direct teachers. Exceptional needs students are sometimes placed in the general education classroom because the general education teacher is highly qualified and the special education teacher is not highly qualified. Council expressed concern that the general education teacher is not trained to work with, for example, the visually impaired child. General education teachers do not have the special education teacher's education and background.

Report of the Subcommittee on K-12 Education

This report reviewed efficiencies in spending in K-12 education. The report compares Indiana education data to regional and national education data. Council discussed the backgrounds of the three people who wrote this report. The three people work for a consulting firm.

Council expressed the following concerns about the report: the theme, special education content; what happens next; and development of policy based on the contents of the report. Council suggested that the report creates an open dialogue on education for legislators.

December 1, 2004 Child Count

Council discussed the results of the December 1, 2004 Child Count. Council discussed the following: Indiana's December 1st child count comparison; State APC funding; comparison of State APC funding count; and State funding growth comparison.

P-16 and Implications for Mildly Mentally Handicap Students

Council discussed the implications of the P16 plan for mildly mentally handicapped students. Council noted the increased requirements for a high school diploma and predicted that these requirements will have a devastating impact on the mildly mentally handicapped students who already struggle with the current curriculum. These students could potentially go onto college or Ivy Tech, but now with the P-16 plan, college will no longer be a possibility for these students as it was before.

Recent multiple changes have compounded the problem of graduating mildly mentally handicapped students. The Graduate Qualifying Exam (GQE) is harder because of recent changes, one being that Algebra is now part of the GQE. Now these students are expected to pass the GQE and the Core 40 exam—adding multiple layers of requirements to obtain a high school diploma will not help these students obtain employment out of high school. Council deliberated how to help the mildly mentally handicapped students reach the GQE, ISTEP, and Core 40 levels in order to help students obtain a high school diploma. Council also discussed transition of students from middle school to high school.

Council noted that the mildly mentally handicapped students need a high school diploma in order to compete in the global economy. Employers do not hire students who have a certificate of completion. Mildly mentally handicapped students are without jobs or go from job to job. Vocational classes have been cut to meet the academic standard requirements, so vocational classes are no longer an option for these students. These students are dropping out of high school. Educators must prepare students for the work world and college. These students are leaving high school with a certificate of completion and no vocational training. These students are left without jobs.

Despite the diploma type, students still have to obtain a skill in order to obtain a job. Pathways must be established in order help a young person obtain employment after high school. Implementing the P-16 plan poses a problem for school personnel working with mildly mentally handicapped students. The P-16 Plan does not take into consideration the need for all types of work environments—educating all students to do all sorts of jobs.

Bob Marra stated that students may earn high school diplomas without passing the GQE. David Schmidt asked Bob for information on how the standardization of how a student earns a waiver in Indiana was developed.

Meeting adjourned at 2:15 p.m.